



ISD 318 Whole/Subject Grade Acceleration Procedures

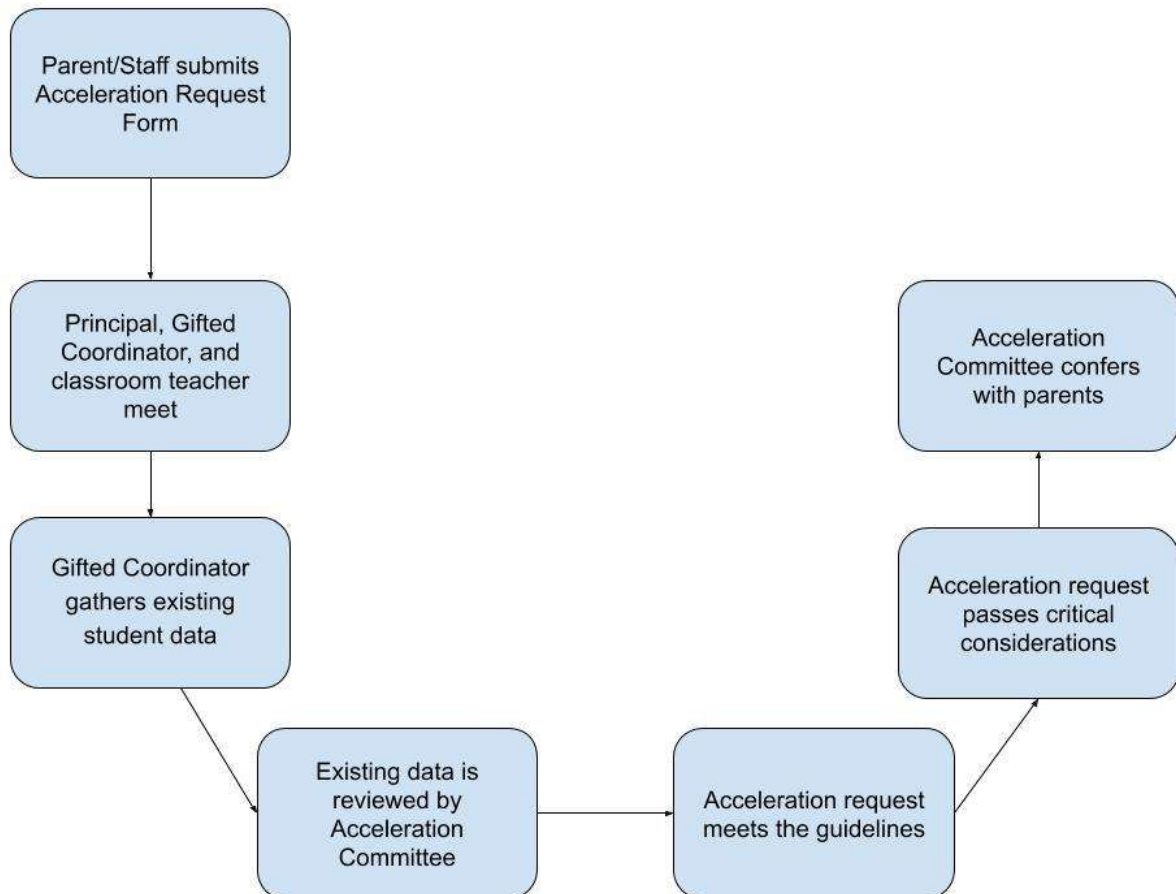
Whole-grade acceleration is a curriculum intervention for capable students who show strong achievement in the classroom or exhibit potential to do advanced work. Access to referral for consideration of acceleration is open to all students. The process may be initiated at any time, but should be initiated no later than the first day of fourth quarter for the following fall grade acceleration.

Part 1: Initial Screening

1. A staff member or parent may initiate grade acceleration by submitting the [Academic Acceleration Referral Form](#) to the building principal. The gifted education coordinator will review the procedures with staff and/or parent(s) who are considering acceleration for a student.
2. The principal, teacher, and the gifted education coordinator confer to discuss the request.
3. The gifted coordinator gathers existing student data including, but not limited, to the following:
 - a. two documented strategies previously implemented to meet the student's acceleration needs
 - b. test scores
 - c. teacher rating scales
 - d. classroom observation which includes social-emotional readiness
 - e. summary of classroom achievement
4. The existing data will be reviewed by an acceleration committee, consisting of:
 - a. principal
 - b. gifted coordinator
 - c. classroom teacher(s) and/or other school personnel deemed necessary
 - d. Indian Education coordinator

5. Acceleration requests meeting the following guidelines will be given further consideration:
 - ★ The student exhibits high achievement in the classroom.
 - ★ The student exhibits the potential to complete advanced academic tasks.
 - ★ The student scores in or above the 95th percentile on the MAP test or equivalent test.
6. Critical considerations include:
 - ★ Would the student be accelerated to the same grade as a sibling?
 - ★ Does the student want to be grade-accelerated?
7. The acceleration committee confers with parents to decide whether to continue the process.

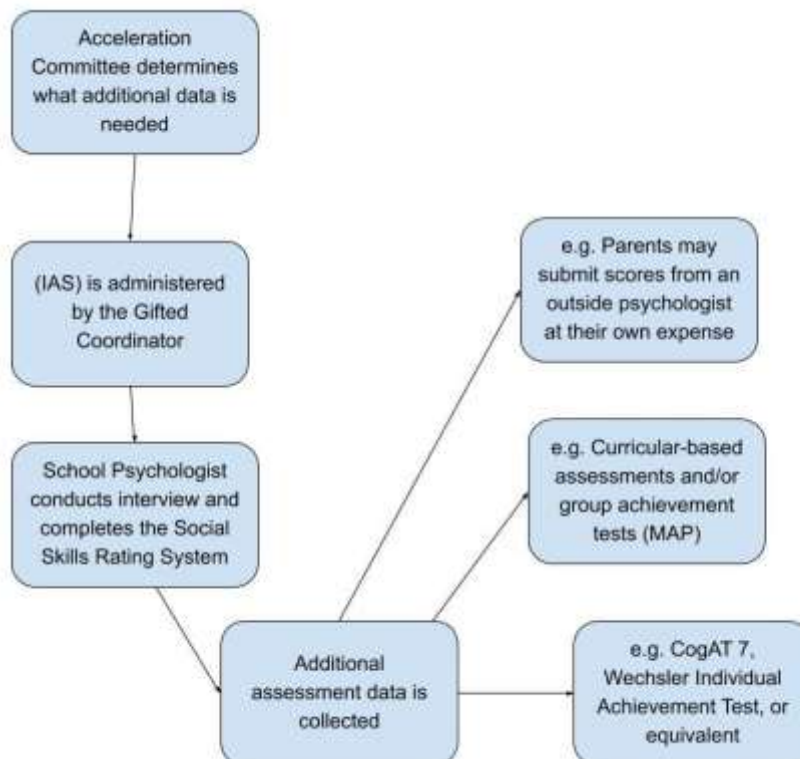
Initial Screening Flowchart



Part 2: Data Gathering

1. If the process continues, the acceleration committee determines what additional data is needed.
2. The most recent version of the Iowa Acceleration Scale (IAS) is administered by the gifted education coordinator.
3. A school psychologist conducts an interview and completes the Social Skills Rating System to determine social readiness and student motivation.
4. Additional assessments needed to confirm that student performance is at least one year above grade level, may include, but are not limited, to the following:
 - a. CogAT 7, Wechsler Individual Achievement Test or equivalent
 - b. Curricular-based assessments and/or group achievement tests (MAP)
 - c. Parents may choose to submit scores from an outside psychologist at their own expense. In these cases the Stanford Binet is recommended, as it has a higher ceiling for exceptionally gifted students.

Data Gathering Flowchart



Part 3: Criteria for Grade Acceleration

1. The acceleration committee reviews data and recommends acceleration based on the following criteria:
 - a. Academic need based on documented strategies tried in the regular classroom.
 - b. Intellectual ability, aptitude, and achievement scores no less than 10 on the IAS.
 - c. Students who have an ability score lower than 130 on the Wechsler Individual Achievement Test, but are within the 95% confidence interval to the target score of 130 may also be considered. Other criteria should be met at a high standard.
 - d. High achievement in current grade level in all academic areas, especially in reading, math, and writing.
 - e. Academic achievement test results at the 95th percentile or higher one year ahead of their current placement.
 - f. Evidence of social/emotional maturity, academic motivation, and persistence.
 - g. If the student has special social emotional needs, those needs will be taken into consideration to determine the best placement for the student.
 - h. A desire to accelerate without pressure from parents.
2. A conference is held with the student's parents and the acceleration committee to discuss the grade acceleration recommendation.

Part 4: Recommendation Procedures

1. If grade acceleration is recommended:
 - a. An [Individual Learning Plan](#) for class placement and transition considerations will be completed. Follow up meetings will be scheduled as needed.
 - b. If placement in the advanced grade is necessary within the school year, it should occur at a natural transition time.
 - c. Acceleration is on a trial basis (six weeks is recommended).
 - d. Gifted education coordinator will monitor and document the grade acceleration in the student's cumulative file.
 - e. If the acceleration committee determines the placement is not appropriate, a meeting with the parents will be arranged to determine the appropriate course of action.

2. If acceleration is not recommended:
- a. Recommendations for current grade will be developed as necessary.
 - b. Classroom teacher and/or gifted education coordinator will monitor student progress.
 - c. Parents may appeal the committee's decision by writing a letter of request for further consideration to the building principal. The building principal will work with the acceleration committee to review this request.

Recommendation Procedures Flowchart

